

Benefits of a School Counseling Program based on the Utah Model for Comprehensive Counseling and Guidance

Benefits for Students

- ◆ Ensures every student receives the benefit of the school counseling program by designing content curriculum for every student.
- ◆ Monitors data to facilitate student improvement.
- ◆ Provides strategies for closing the achievement gap, because some students need more.
- ◆ Promotes a rigorous academic curriculum for every student.
- ◆ Ensures equitable access to educational opportunities.
- ◆ Fosters advocacy for students.
- ◆ Supports development of skills to increase student success.

Benefits for Teachers

- ◆ Promotes an interdisciplinary team approach to address student needs and educational goals.
- ◆ Increases collaboration with school counselors and teachers.
- ◆ Supports development of classroom management skills.
- ◆ Provides a system for co-facilitation of classroom guidance lessons.
- ◆ Supports the learning environment.
- ◆ Promotes teaming to increase student achievement.
- ◆ Analyzes data to improve school climate and student achievement.

Benefits for Administrators

- ◆ Aligns the school counseling program with the school's academic mission.
- ◆ Provides a school counseling program promoting student success.
- ◆ Monitors data for school improvement.
- ◆ Provides a system for managing a school counseling program.
- ◆ Articulates a process for evaluating a school counseling program.
- ◆ Uses data to jointly develop school counseling goals and school counselor responsibilities.
- ◆ Provides useful data for grant applications and funding sources.
- ◆ Provides a proactive school guidance curriculum addressing the students' needs and enhancing school climate.

"Creating a new approach to counseling and guidance in Utah's public schools through the Comprehensive Counseling Model was the result of years of hard work and practice by our professional school counselors. It was their vision to provide each school with the most effective, responsive counseling program that reaches out to all of Utah's students."

*– Tom Sachse,
Secondary Comprehensive Counseling and Guidance*

Utah Model for Comprehensive Counseling and Guidance: K-12 Programs



The Utah Model for Comprehensive Counseling and Guidance: K-12 Programs

School counselors continue to define new directions for their profession as they navigate through the educational landscape of the 21st century. The purpose of the *Utah Model for Comprehensive Counseling and Guidance: K-12 Programs* is to create one vision and one voice for school counseling programs. In trying to understand the school counseling profession's future, it is crucial to understand its past.

At the turn of the 20th century, school counselors did not exist. Instead, teachers used a few minutes of their time to offer vocational guidance to students preparing for work. The school mission of today is not altogether different than in the 1900s. Today, in a world enriched by diversity and technology, school counselors' chief mission is still supporting the academic achievement of all students so they are prepared for the ever-changing world of the 21st century. School counselors do not work in isolation; instead, they are professionals, integral to the total educational program. This evolution from minutes a day to trained professionals implementing a school counseling program is the result of professional scholars, counselor educators, administrators and school counselors having the vision, knowledge and determination to move forward (Hatch & Bowers, 2002).

Based on the *ASCA National Model: A Framework for School Counseling Programs*, the Utah Model answers the fundamental questions below.

Fundamental Questions

Today, there are seven fundamental questions that must be answered by the school counseling profession:

1. What do students need that the school counseling profession, based on its special body of knowledge, can provide?
2. Which students benefit from activities designed to address these needs?
3. What are school counselors best qualified to do to help students?
4. How do guidance and counseling relate to the overall educational program?
5. How can guidance and counseling be provided most effectively and efficiently?
6. How is a good school counseling program developed by a school?
7. How are the results of school counselors' work measured?



The graphic below (which is adapted by permission from the ASCA National Model® graphic) represents the operational structure and components of Utah's Comprehensive and Counseling Programs. The graphic contains three levels and four squares, each representing one of the major systems of the Utah Model; the arrows in each square point to the systems they influence, as in a building-block approach. Note that the arrows for the **foundation** (the first level) lead to the **management** and **delivery systems** (the second level). Finally, looking closely, one can see how the black arrow points from **accountability** down to the foundation component. This stresses the importance of using information gained through the accountability process to refine the foundation of an effective school counseling program. The border of the graphic represents school counselor skills and attitudes of **leadership, advocacy, and collaboration**, which lead to **systemic change**. These overriding concepts surround and affect the blocks representing the interdependence of the four systems.

